



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kid Street Charter School

CDS Code: 49709126116958

School Year: 2026-27

LEA contact information:

Kathleen Mallamo

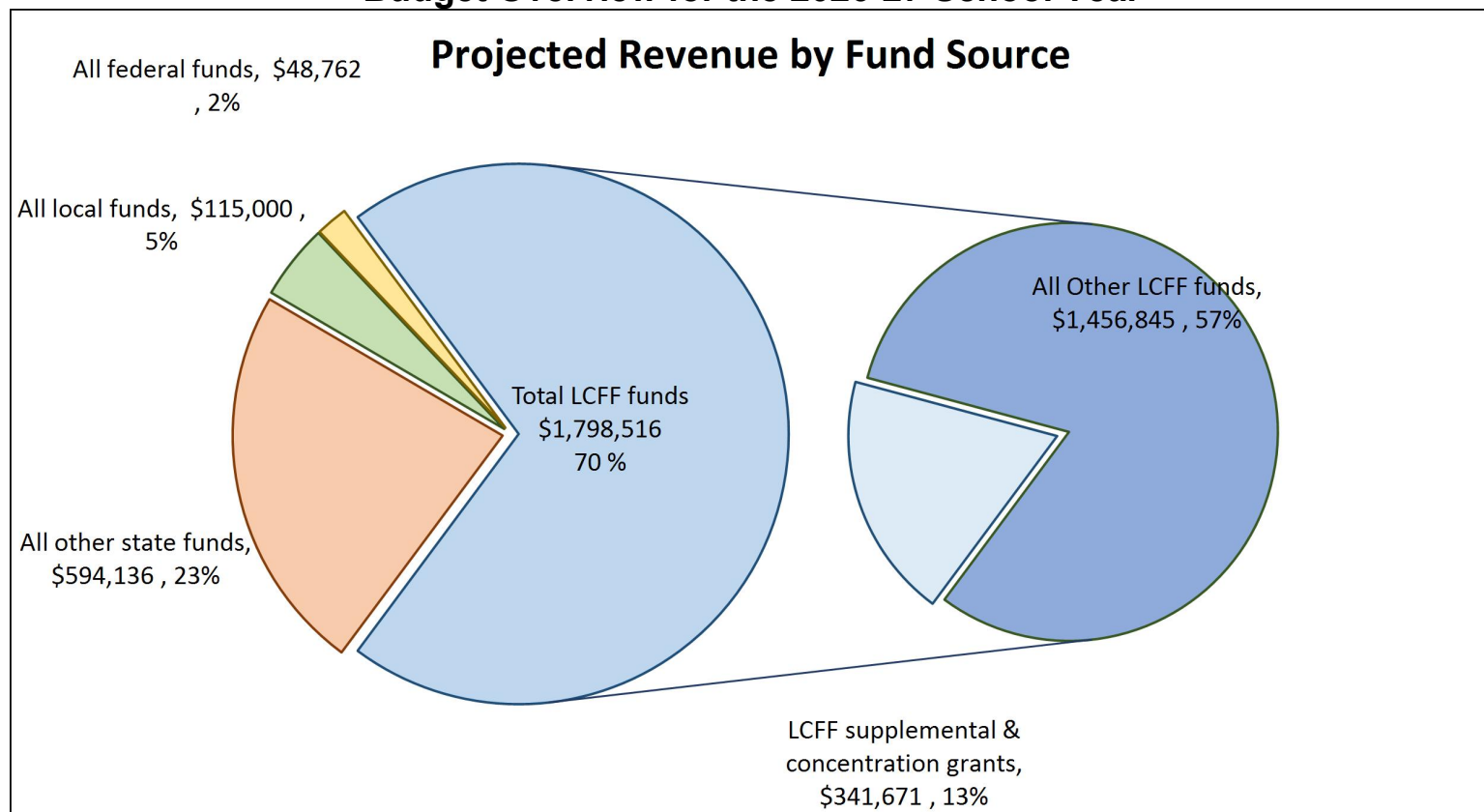
Executive Director

kathleenm@kstreet.org

707.525.9223

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

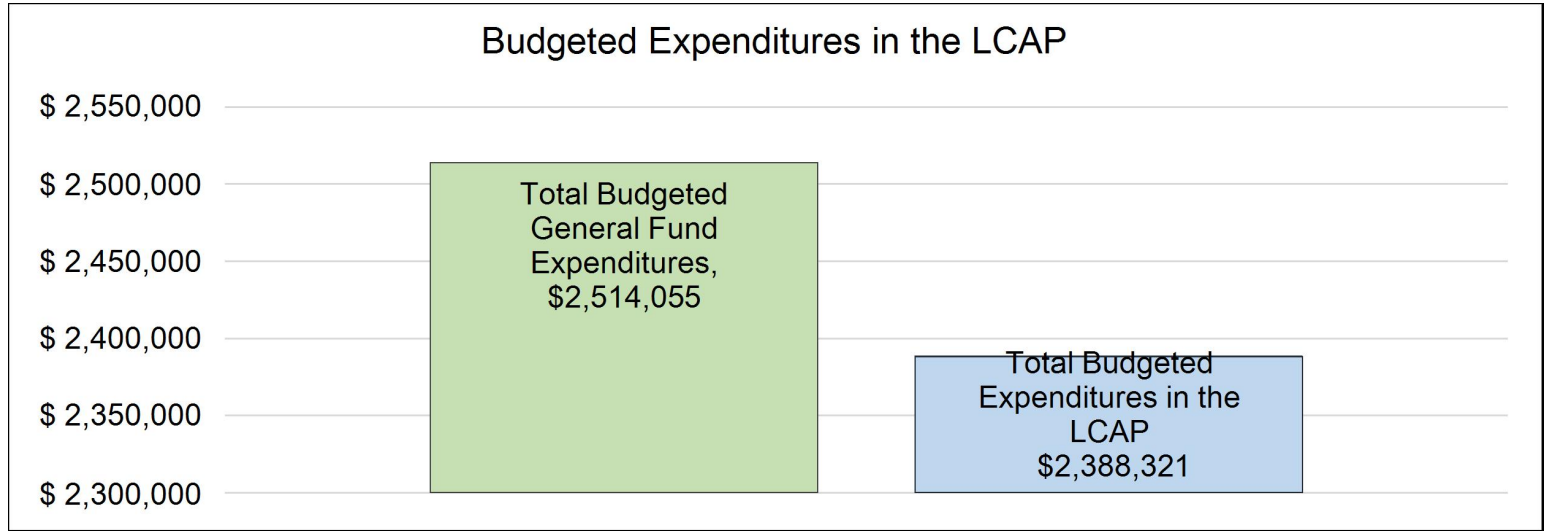


This chart shows the total general purpose revenue Kid Street Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kid Street Charter School is \$2,556,414, of which \$1,798,516 is Local Control Funding Formula (LCFF), \$594,136 is other state funds, \$115,000 is local funds, and \$48,762 is federal funds. Of the \$1,798,516 in LCFF Funds, \$341,671 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Kid Street Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Kid Street Charter School plans to spend \$2,514,055 for the 2026-27 school year. Of that amount, \$2,388,321 is tied to actions/services in the LCAP and \$125,734 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

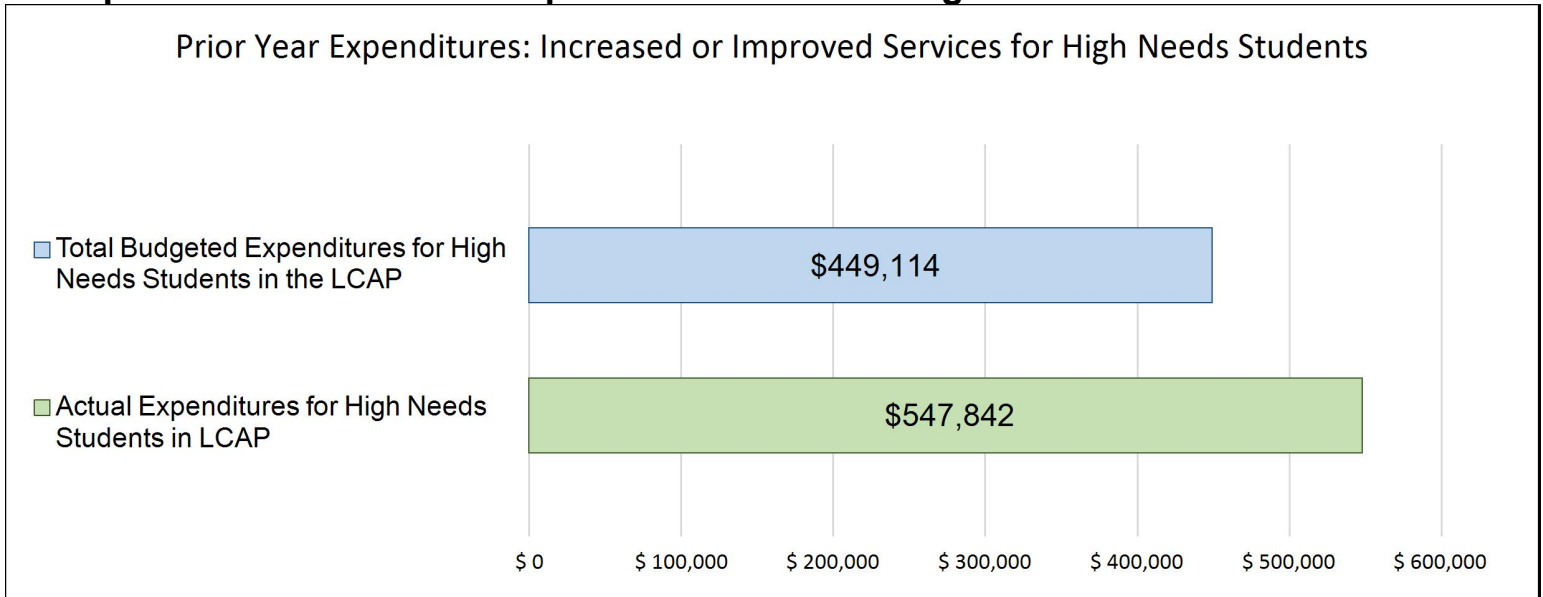
Budgeted General Fund Expenditures not included in the 2026-27 plan include rent and legal.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Kid Street Charter School is projecting it will receive \$341,671 based on the enrollment of Foster Youth, English learner, and low-income students. Kid Street Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Kid Street Charter School plans to spend \$464,365 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Kid Street Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Kid Street Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Kid Street Charter School's LCAP budgeted \$449,114 for planned actions to increase or improve services for high needs students. Kid Street Charter School actually spent \$547,842 for actions to increase or improve services for high needs students in 2025-26.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kid Street Charter School	Kathleen Mallamo Executive Director	kathleenm@kstreet.org 707.525.9223

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Kid Street is a TK-6th grade independent S.T.E.A.M. focused charter school authorized by Santa Rosa City Schools since 1999. We currently serve approximately 120 students. Kid Street is located in historical Railroad Square in a vintage 1923 building. The students' demographics are as follows: Homeless= 5% Foster=3% Low Income= 62% ELL= 10%. Our focus is on the whole child and the family. We offer Arts Education, Social Emotional Learning programming, Maker's Education and a challenging, effective evidence based assessment and curricula program.

Extra support is given to students and their families through the following programs: Academic Intervention, Social Emotional Learning, a free After School and STEAM Summer Program, free homemade and healthy food, Kids' Closet Clothing, and assistance with navigating resources within the community.

We believe that every child can be successful and have a bright future when given the proper support and encouragement.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Kid Street Charter School reviewed the 2025 California School Dashboard and local measures to evaluate progress toward LCAP goals. Dashboard results demonstrated improvement across all reportable state indicators, including English Language Arts, Mathematics, Chronic Absenteeism, and Suspension Rate. ELA performance increased by 11.9 points and Mathematics performance increased by 9.3 points.

While both indicators remained in the Yellow performance level and below the state standard, the growth reflects continued progress toward improved student outcomes and validates the school's investments in instructional improvement, intervention services, and professional learning.

Local academic data provided additional evidence of student growth and helped identify areas for continued focus. On the California Assessment of Student Performance and Progress (CAASPP), 37% of students met or exceeded standards in ELA and 35% met or exceeded standards in Mathematics. MAP Growth assessment data demonstrated improvement across multiple grade levels, particularly in grades 1, 5, and 6, where students performed at or above national norms in reading and mathematics. These results suggest that many students are making meaningful progress toward grade-level proficiency while highlighting the need to continue strengthening literacy and mathematics achievement schoolwide. To address these needs, the school expanded academic intervention services, increasing the percentage of students receiving general education intervention support from 16% to 21%.

Kid Street continued to invest in high-quality instruction through professional learning and curriculum implementation. One teacher participated in Literacy Fellowship coaching focused on Orton-Gillingham instructional practices, strengthening the school's capacity to provide structured literacy instruction. Three teachers completed advanced Responsive Classroom training to support student engagement, classroom culture, and social-emotional development. The school maintained full implementation of standards-aligned curriculum in English Language Arts, Mathematics, and Science while continuing to expand Maker Education and STEAM integration throughout the instructional program.

School climate and student engagement remained important areas of focus. Dashboard results showed improvement in Chronic Absenteeism, which declined by 2.8 percentage points, and Suspension Rate, which declined by 2.6 percentage points. Local data reflected similar trends, with attendance recovering to 94.6% and suspension rates decreasing from a baseline of 7.4% to 6.2%. Expulsions remained at zero. Student survey data indicated that students continue to feel supported by their school, with positive ratings related to adult support and school connectedness. The school will continue to implement restorative practices, Responsive Classroom strategies, and social-emotional learning supports to further strengthen student engagement and belonging.

The school also continued to provide comprehensive support services and enrichment opportunities for students and families. Through a partnership with River Counselors, seven students received therapeutic counseling services during the school year. All students maintained access to free after-school programming, nutrition services, and clothing support. Family engagement remained a priority, with strong participation in performing arts events, school productions, literacy activities such as Scoop Into Reading Night, and other community celebrations. Students benefited from artist residencies, authentic learning experiences, and Kid Street's first participation in the countywide STEAM Showcase, further supporting creativity, collaboration, and real-world learning.

Based on a review of Dashboard and local data, Kid Street Charter School will continue to prioritize academic achievement in English Language Arts and Mathematics while maintaining strong investments in attendance, social-emotional supports, family engagement, intervention services, and STEAM education. The school remains committed to ensuring that all students have access to an engaging, equitable, and academically rigorous learning environment that prepares them for future success.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
All Guardians	A PBIS School Climate Survey was conducted in May 2026 in the areas of : Teaching and Learning, School Safety, Interpersonal Relationships, Institutional Environment and Parental Involvement.
4-6 grade students	A PBIS School Climate Survey was conducted in May 2026 which guides the students through 11 different statements that allow for us to catch a glimpse into how they feel about themselves, their school, and their learning experiences.
Faculty	Professional Learning Community meetings throughout the year with embedded goal setting and reflection.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The development of the 2026-2027 Local Control and Accountability Plan (LCAP) was informed through consultation with families, students, teachers, administrators, and other school personnel. Educational partner feedback was gathered through PBIS School Climate Surveys, Professional Learning Community (PLC) meetings, staff reflection activities, and ongoing communication throughout the school year.

Family input was collected through the PBIS School Climate Survey administered in May 2026. Families reported generally positive perceptions of the school, with an overall mean score of 3.44. Areas of strength included teachers promoting academic success, maintaining high expectations for students, and creating a welcoming school environment. Lower scores were reported in the area of parental involvement, particularly regarding participation in school activities and volunteer opportunities. Based on this feedback, Kid Street Charter School will continue to prioritize family engagement through literacy nights, performing arts events, volunteer opportunities, community celebrations, and enhanced communication with families. This feedback informed actions associated with Goal 4.

Student input was gathered through the PBIS School Climate Survey administered to students in grades 4-6. Students reported an overall mean score of 2.85. Students indicated strong perceptions that adults at school want them to succeed and are available to provide support

when needed. Areas identified for improvement included student behavior, peer relationships, and classroom environments that support learning. Specifically, students reported lower ratings regarding classmates behaving in ways that allow teachers to teach and recognition of positive behavior. Based on this feedback, the school will continue to strengthen social-emotional learning, positive behavior supports, restorative practices, and counseling services. These priorities are reflected in Goal 1 and support the school's commitment to maintaining a safe, supportive, and inclusive learning environment.

Staff input was gathered through ongoing Professional Learning Community meetings and staff reflection activities throughout the year. PLC discussions focused on student achievement, curriculum implementation, intervention effectiveness, professional development needs, and student group performance. Staff feedback supported continued investments in literacy instruction, social-emotional learning, academic intervention services, and professional development opportunities. As a result, the school expanded professional learning through Orton-Gillingham Literacy Fellowship coaching, advanced Responsive Classroom training, and continued implementation of evidence-based instructional practices.

Throughout the year, teachers and administrators reviewed local assessment data, intervention outcomes, and student group performance, including the performance of Hispanic students identified through the Additional Targeted Support and Improvement (ATSI) process. Feedback from these discussions informed ongoing investments in academic interventions, literacy instruction, targeted student supports, and family engagement strategies reflected throughout the LCAP.

Collectively, educational partner feedback reinforced the importance of strengthening student behavior supports, expanding social-emotional learning opportunities, increasing family engagement, and continuing focused efforts to improve academic achievement for all students. The adopted LCAP reflects these priorities through actions designed to support student success, school climate, family partnerships, and equitable access to high-quality educational opportunities.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will be actively engaged in their education	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

We recognize that there are various reasons why a student might not attend school or may be disengaged even when present. This goal was established to address the diverse factors that affect attendance and learning motivation. Motivation is key! By meeting basic needs, addressing social and emotional well-being, and offering a highly engaging curriculum, we can foster this motivation and help our students succeed. This goal embodies our school motto: "Teach to the Heart and the Mind Will Follow."

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Attendance rate	95.4%	86%	95%	97%	0%
1.2	Chronic absenteeism rate	15.7%	12.5%	15%	5%	0%
1.3	Suspension rate	7.4%	6.3%	6.2%	1%	1.2%
1.4	Expulsion rate	0%	0%	0%	0%	0%
1.5	Rate of Teachers certified in Maker's Education	57%	71%	86%	86%	29%
1.6	Rate of students with 4 or more off campus	100%	100%	100%	100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	authentic experiences a year					
1.7	Classrooms with at least 2 Artist residents	100%	100%	100%	100%	0%
1.8	Rate of students participating in STEAM clubs	36%	33%	35%	50%	1%
1.9	Rate of teachers using morning Circle	100%	100%	100%	100%	0%
1.10	Rate of Classrooms Using Fly Five	14%	29%	43%	71%	29%
1.11	Rate of students with access to free after school program	99%	100%	100%	100%	1%
1.12	Rate of families participating in STEAM Summer School	82%	64%	63%	70%	19%
1.13	Mean score for PBIS survey 4-6 graders, "I like school"	2.3	2.64	2.43	3	.3%
1.14	Mean score for PBIS survey 4-6 graders, "My school wants me to do well"	3	3.56	3.5	3.5	.5%
1.15	Mean score for PBIS survey 4-6 graders, "Students in my class behave so that teachers can teach"	1.87	2.06	2.17	2.5	.3%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025–2026 school year, the actions connected to this goal were implemented as intended and remained focused on increasing student engagement through schoolwide culture-building, social-emotional learning, arts integration, enrichment, and expanded learning opportunities. There were no major substantive differences between the planned actions and the actual implementation.

Implementation included continued use of PBIS practices and the Fly Five SEL curriculum to support positive behavior, emotional regulation, relationship-building, and classroom readiness. Students also participated in arts and STEAM-based learning experiences, including Artists in the Classroom through the Luther Burbank Center, performing arts opportunities, and other hands-on enrichment activities designed to increase student connection to school. Another important component of this goal was the continued partnership with Redwood Counseling. Through this partnership, six students received ongoing, high-quality therapeutic services from the same trusted counselor throughout the school year. Maintaining continuity of care allowed students to build strong therapeutic relationships and receive consistent support for their social-emotional and mental health needs. This partnership has been a significant success and has contributed to students' overall well-being, school engagement, and ability to access learning.

A major success was the improvement in attendance, which increased from 86% to 95%. This suggests that students were more consistently present and connected to their school experience. Suspension rates also decreased slightly, reflecting continued progress in supporting positive student behavior. In addition, PBIS survey results showed growth in students' perception of classroom behavior, with the mean score for "Students in my class behave so that teachers can teach" increasing from 2.06 to 2.17.

Challenges remained in ensuring that engagement was consistent for all students and across all settings. While data shows positive movement, continued attention is needed to strengthen classroom climate, support attendance, and provide meaningful opportunities that motivate students to participate fully in school.

Overall, implementation was successful and reflected the school's commitment to engaging students through supportive relationships, consistent expectations, creative learning experiences, and access to enrichment both during and beyond the school day.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1, Action 6 (Health): Appears underspent due to reallocation of activity to increased Action 4 (Authentic Learning).

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions associated with this goal have been effective in increasing student engagement and improving school climate. Student attendance increased substantially from 86% to 95%, indicating that students are more connected to school and motivated to participate in

their education. Suspension rates also decreased slightly, demonstrating continued progress in supporting positive student behavior through PBIS and social-emotional learning practices.

Our Fly Five SEL curriculum provided students with opportunities to develop self-management, relationship-building, and responsible decision-making skills, which contributed to a more positive and supportive learning environment. PBIS survey results also showed improvement, with student responses to the statement, "Students in my class behave so that teachers can teach," increasing from a mean score of 2.06 to 2.17. The Redwood Counseling partnership was particularly effective in providing targeted support for students with significant social-emotional and mental health needs. The ability for students to work consistently with the same counselor throughout the year strengthened relationships and improved access to needed services

Enrichment opportunities, including Artists in the Classroom and STEAM programming, proved particularly effective in promoting student engagement. These programs provided authentic, hands-on learning experiences that fostered creativity, collaboration, and student voice. Additionally, our ASES-funded after-school program continued to support student engagement beyond the school day by providing free childcare and academic and enrichment opportunities for families.

While improvements were evident across several measures, continued attention is needed to ensure that all students remain consistently engaged and connected to school. The school will continue refining and expanding these successful strategies in the coming year.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Reflection on implementation during the 2025–2026 school year confirmed that the existing goal and measures remain appropriate indicators of student engagement. As a result, the goal, metrics, and target outcomes will remain largely unchanged. However, the school identified several opportunities to strengthen the actions supporting the goal.

Student feedback and participation data demonstrated that enrichment experiences are a powerful driver of engagement. Therefore, the school will continue investing in arts-based learning through partnerships with Luther Burbank Center, California Poets in the Schools, and A Theater for Children (ATFC). These programs provide students with opportunities for creative expression, collaboration, and authentic learning experiences.

Additionally, the school will expand enrichment offerings within the ASES-funded after-school program by introducing three new teacher-led STEAM clubs. These clubs are intended to increase student choice, promote exploration of student interests, and deepen engagement beyond the regular school day. The school will also continue funding educational field trips that extend learning beyond the classroom and provide students with meaningful real-world connections.

These refinements are intended to build on the positive outcomes already achieved while creating additional pathways for students to feel connected, engaged, and successful in school.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Attendance, School Pride	School Pride Program and Incentives: Attendance Improvement program (Attendance awards and awareness program), Achievement awards for academic and SEL achievements, and Logo Wear.	\$2,965.00	No
1.2	Social and Emotional Learning Support	Social Emotional Program: Behaviorist consultation and trainings, counseling, SEL curriculum, Professional Development in SEL programs.	\$5,929.00	Yes
1.3	Art Program	Art Program: Classroom art supplies and materials, Luther Burbank Center for the Arts Artist residents, Poetry program, performance costs for plays and recitals	\$19,412.00	No
1.4	Authentic Learning	Authentic Learning Program: Off campus fieldtrips and engagement opportunities on campus involving community organizations that do outreach at schools	\$20,425.00	Yes
1.5	ASES	After School Program: Staff, supplies, educational materials, marketing, food and facilities.	\$345,543.00	No
1.6	Health	Physical Education Program: equipment, playground needs, curriculum for teachers	\$13,373.00	No
1.7	STEAM enrichment	Robotics, Girls Who Code, Music, other STEAM club costs	\$3,086.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Makers' program	Makers' Program: Professional Development for faculty, materials and supplies, campus Maker events	\$1,793.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students will achieve academic excellence	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

At Kid Street Charter, we believe that all students can succeed. We utilize evidence-based, reliable data to track student achievement, monitoring progress for each grade level year after year. This data informs our academic curriculum decisions in ELA, math, and science, ensuring that our educational strategies are effective and responsive to our students' needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Rate of students meeting ELA standards as measured by CAASPP	42%	43%	37%	40%	5%
2.2	Rate of students meeting MATH standards as measured by CAASPP	35%	33%	35%	35%	0%
2.3	English Language Learner reclassification rate	8%	12% (2/17)	15% (2/13)	10%	7%
2.4	Rate of teachers appropriately assigned	100%	100%	100%	100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Rate of students with ELA (English Language Arts) CCSS (Common Core State Standards) aligned curriculum	100%	100%	100%	100%	0%
2.6	Rate of students with MATH CCSS aligned curriculum	100%	100%	100%	100%	0%
2.7	Rate of students with NGSS (New Generation Science Standards) aligned curriculum	100%	100%	100%	100%	0%
2.8	Rate of 5th grade students meeting Science standards as measured by CAASPP	67%	N/A less than 10	25%	50%	42%
2.9	Percentage of 1st graders in 61st-100th percentile in Map Growth Math Spring assessment.	32%	21%	50%	40%	18%
2.10	Percentage of 2nd graders in 61st-100th percentile in Map Growth Math Spring assessment.	50%	23%	38%	40%	12%
2.11	Percentage of 3rd graders in 61st -100th percentile in Map Growth Math Spring assessment.	6%	17%	28%	40%	22%
2.12	Percentage of 4th graders in 61st -100th percentile in Map Growth Math Spring assessment.	33%	46%	32%	40%	1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.13	Percentage of 5th graders in 61st -100th percentile in Map Growth Math Spring assessment.	50%	14%	39%	40%	11%
2.14	Percentage of 6th graders in 61st -100th percentile in Map Growth Math Spring assessment.	45%	31%	40%	40%	5%
2.15	Percentage of 1st graders in 61st-100th percentile in Map Growth Reading Spring assessment.	32%	17%	53%	50%	21%
2.16	Percentage of 2nd graders in 61st-100th percentile in Map Growth Reading Spring assessment.	25%	28%	33%	50%	8%
2.17	Percentage of 3rd graders in 61st-100th percentile in Map Growth Reading Spring assessment.	19%	39%	35%	50%	16%
2.18	Percentage of 4th graders in 61st-100th percentile in Map Growth Reading Spring assessment.	44%	50%	28%	50%	16%
2.19	Percentage of 5th graders in 61st-100th percentile in Map Growth Reading Spring assessment.	64%	57%	23%	50%	41%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.20	Percentage of 6th graders in 61st-100th percentile in Map Growth Reading Spring assessment.	18%	31%	40%	50%	22%
2.21	Rate of students receiving general education academic Intervention services	16%	17%	21%	20%	5%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The goal of ensuring that students achieve academic excellence was carried out as planned during the 2025–2026 school year, with all major actions and services implemented as described in the LCAP. Instructional programs, academic interventions, standards-aligned curriculum, and professional development opportunities were provided as intended to support student achievement and growth.

Overall implementation was successful, with several positive outcomes evident in both state and local measures. CAASPP results remained relatively stable, with 40% of students meeting or exceeding standards in English Language Arts and 35% meeting or exceeding standards in Mathematics. The English Learner reclassification rate increased from 2 students (12%) in the prior year to 2 students (15%) this year, reflecting continued progress in supporting English learners toward language proficiency.

Local assessment data demonstrated growth in several grade levels. MAP Growth Math results showed notable gains among third-grade students, increasing from 17% to 28% of students scoring in the 61st–100th percentile range, and sixth-grade students, increasing from 31% to 40%. MAP Growth Reading results also reflected strong performance in first grade, where 53% of students scored in the 61st–100th percentile range, exceeding the established target. Sixth-grade reading performance improved from 31% to 40%, demonstrating continued academic growth.

Implementation successes were supported by ongoing professional development focused on instructional practices, standards alignment, differentiated instruction, and student engagement. The school maintained 100% access to appropriately assigned teachers and standards-aligned curriculum in English Language Arts, Mathematics, and Science, ensuring that all students had access to high-quality instruction and materials.

Challenges remained in achieving some of the ambitious growth targets established for MAP Growth assessments, particularly in upper elementary reading and certain grade-level mathematics cohorts. Science performance data also reflected variability due to small student

populations, making year-to-year comparisons difficult. In response, the school continued to provide targeted intervention services, which increased to 21% of students receiving academic intervention support, exceeding the established target and demonstrating the school's commitment to addressing learning needs.

Overall, Kid Street Charter successfully implemented the actions associated with this goal and remains committed to refining instructional practices, strengthening intervention systems, and using student performance data to drive continuous improvement and academic achievement for all students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2, Action 5 (Intervention): Appears underspent due the reading teacher's FTE being reduced by 1 to .8 FTE.

Goal 2, Action 7 (Professional Development): Appears underspent due to reallocation of activity to increase other actions in Goal 2.

Goal 2, Action 8 (Administration): Appears underspent due to reallocation of activity to increase other actions in Goal 2.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under this goal have been effective in supporting student academic growth and maintaining overall academic performance. State assessment results remained stable, with 40% of students meeting or exceeding standards in English Language Arts and 35% meeting or exceeding standards in Mathematics on the CAASPP. While these results indicate there is still room for growth, they suggest that the school's instructional supports and academic programs are helping students maintain achievement levels despite ongoing statewide academic recovery challenges.

Professional development continues to be a particularly effective action. During the 2025–2026 school year, an additional teacher completed the Orton-Gillingham coaching program, further strengthening the school's capacity to provide structured literacy instruction. This complements the expertise of staff already trained in Orton-Gillingham methodologies and supports the school's continued focus on foundational reading skills. In addition, the lead teacher participated in Mathematics Frameworks training focused on implementing engaging, collaborative, and research-based supplemental mathematics programs. These professional learning opportunities have enhanced instructional practices and contributed to a culture of continuous improvement.

Academic intervention services remained a highly effective component of this goal. The percentage of students receiving targeted intervention services increased to 21%, exceeding the established target. Intervention support provided by teachers, aides, and specialized staff helped address individual learning needs and contributed to academic growth observed across multiple grade levels on MAP Growth assessments. The school also continued to offer a summer learning program and incorporated academic enrichment into its free after-school program, providing students with additional opportunities to strengthen skills outside of the regular instructional day.

Teacher retention has also contributed significantly to the effectiveness of this goal. The school maintained 100% teacher retention, allowing for continuity of instruction, preservation of institutional knowledge, and sustained implementation of effective practices. Ongoing high-quality professional development throughout the year ensured that staff continued to refine instructional strategies and respond to student needs.

Overall, the actions associated with this goal have been effective in supporting student achievement and maintaining strong instructional systems. While some performance measures indicate a need for continued growth, particularly in meeting ambitious achievement targets, the combination of high-quality instruction, targeted intervention, professional development, expanded learning opportunities, and staff stability has positively contributed to student outcomes and progress toward the goal.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflection and analysis of student outcomes, several adjustments have been made to the planned actions and implementation strategies for the coming year to better support student achievement and continuous improvement.

One significant planned change is the transition from a Transitional Kindergarten/Kindergarten combination classroom to a stand-alone Transitional Kindergarten classroom beginning in the 2027–2028 school year. During the 2026–2027 school year, the school will complete necessary facility modifications to support this expansion. These renovations are not extensive and will be completed within the current school year. This change is intended to provide more developmentally appropriate instruction and targeted support for Transitional Kindergarten students while creating stronger learning environments for both TK and Kindergarten students.

The school will also engage in a focused review of mathematics curriculum and instructional resources. During the 2026–2027 school year, intermediate-grade teachers will pilot a new supplemental mathematics program designed to increase student engagement, collaboration, and conceptual understanding. In addition, the school will explore several STEAM-focused mathematics programs and instructional approaches to determine their effectiveness in supporting student learning. At the primary grade levels, teachers will pilot a new core mathematics curriculum to evaluate its alignment with student needs and instructional goals. The 2026–2027 school year will serve as a year of research, exploration, and data collection, with the possibility of curriculum adoption and broader implementation in 2027–2028 based on the results of these pilot efforts.

A major change for the coming year is the transition from NWEA MAP Growth assessments to the Renaissance STAR assessment system. Staff will participate in training during the fall to ensure effective implementation and use of assessment data. This change was made after careful consideration of assessment efficiency, usability, and data reporting capabilities. Renaissance STAR assessments require less administration time, reducing testing demands on both students and teachers while preserving high-quality progress monitoring data. The STAR platform provides user-friendly reports that are easier for teachers and families to interpret, supports frequent progress monitoring, offers strong growth and proficiency measures, and includes robust instructional planning tools that help educators quickly identify student needs and target interventions. As a result of this transition, related local metrics and targets will be revised to align with the new assessment system and establish baseline performance data for future years.

These changes reflect the school's commitment to continuous improvement, evidence-based decision-making, and ensuring that instructional programs, assessment systems, and learning environments effectively support student success.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Science	New Generation Science Standards (NGSS) Aligned Curriculum	\$3,517.00	No
2.2	English Language Arts	ELA CCSS aligned curriculum, Lexia	\$18,542.00	Yes
2.3	Math	Math CCSS aligned curriculum: EnVision Math, manipulatives, Reflex Math	\$7,435.00	Yes
2.4	Social Studies	Social Studies curriculum: Current events periodicals, TCI curriculum for 5-6	\$3,345.00	No
2.5	Intervention	Intervention program: Reading Interventionist Teacher .8, curriculum and supplies, Summer School program, Instructional Aides	\$355,155.00	Yes
2.6	Highly Qualified Teachers	Retaining Highly Qualified Teachers Program: Salaries, Health Benefits, Retirement Benefits, substitute teachers, increase in salary schedule, food and drinks for meeting, incentives such as Kid Street merchandise	\$690,830.00	No
2.7	Professional Development	Professional Development Program: Trainings, conferences, and workshops for teachers, staff, and administration.	\$25,717.00	No
2.8	Administration	Maintain Quality Administration: Administration salaries, Conferences and travel for administrator and /or Board members.	\$249,828.00	No
2.9	Instructional Materials and supplies, Miscellaneous	On-going instructional materials: classroom supplies, paper, supplies, books, planners, Teachers Pay Teachers	\$51,801.00	No

Action #	Title	Description	Total Funds	Contributing
2.10	Special Education	Special education: facilities, supplies, materials, curriculum, specifically for the Sondag Program by Orton Gillingham in partnership with SRCS	\$7,201.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Students will have basic needs met in order to be ready for learning	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

Since Kid Street Charter School was founded in 1999, we have remained committed to ensuring that students' basic needs are met so they are ready to learn, grow, and succeed. We recognize that academic achievement is closely connected to students' physical, emotional, and social well-being. When students feel safe, healthy, supported, and cared for, they are better prepared to engage in learning and reach their full potential.

This goal focuses on maintaining a safe and welcoming school environment, providing nutritious meals and access to clean drinking water, ensuring students have appropriate clothing and essential supplies, and connecting families with additional resources when needed. Through programs such as Kids' Kloset, our homemade meal program, and Brown Bag support, we strive to remove barriers that may interfere with student success.

Each year, we review these services to ensure they continue to meet the evolving needs of our students and families. By prioritizing students' basic needs, Kid Street Charter School creates the conditions necessary for students to feel secure, connected, and ready to learn each day.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Families/guardians PBIS "Institutional Environment" mean score	3.43	3.6	3.5	3.8	.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Number of volunteers fully processed through the volunteer management system	0	35	40	50	40
3.4	Numbers of student visits to Kids' Kloset to receive shoes or clothing	236	171	270	200	34
3.5	Rate of students with access to filtered water throughout the day	100%	100%	100%	100%	0%
3.7	Rate of students offered a free, healthy lunch incorporating salad bar daily	100%	100%	100%	100%	0%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025–2026 school year, Kid Street Charter School successfully implemented the actions associated with this goal as planned, with no substantive differences between the intended actions and actual implementation. The school continued its longstanding commitment to ensuring that students' basic needs were met through access to nutritious meals, clean drinking water, clothing assistance, a safe and welcoming campus environment, and family support services.

A significant success this year was the continued expansion of volunteer engagement. The number of fully processed volunteers increased from 35 in Year 1 to 40 in Year 2, reflecting strong community involvement and support for school programs. Volunteer participation continues to strengthen the school's ability to provide additional services and opportunities for students.

The Kids' Kloset program remained an important resource for students and families. Student visits increased from 171 in the previous year to 270 this year, exceeding the target of 200 visits. This increase demonstrates both the continued need for the program and the school's success in ensuring students and families have access to clothing and footwear when needed.

The school maintained 100% access to filtered drinking water throughout the day and continued to offer all students a free, healthy lunch that included access to a daily salad bar. These services remain foundational components of the school's commitment to student wellness and readiness to learn.

Family perceptions of the school's institutional environment remained positive, with a PBIS family survey mean score of 3.5. While slightly below the Year 1 score of 3.6 and the long-term target of 3.8, the results indicate that families continue to view the school environment favorably. Staff will continue to review survey feedback and identify opportunities to further strengthen family engagement and school climate.

Overall, implementation of this goal was highly successful. The school experienced strong participation in support programs, maintained universal access to nutrition and water, and continued to foster a safe and supportive learning environment. While ongoing efforts will focus on improving family perception measures and increasing volunteer participation toward the established target, the actions implemented this year effectively supported students' basic needs and readiness to learn.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3, Action 6 (School Business): Appears underspent due to reallocation of activity to increase other actions in Goal 3.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions associated with this goal have been effective in ensuring that students' basic needs are met so they can fully engage in learning. The continued availability of nutritious meals, clean drinking water, clothing assistance, and family support services has helped create a school environment where students feel safe, supported, and ready to learn.

The high utilization of Kids' Kloset and the continued positive feedback from families demonstrate that these services address real needs within our school community. Additionally, strong volunteer involvement has expanded the school's capacity to support students and families beyond the classroom.

While readiness to learn cannot be measured through a single metric, the sustained use of these programs and services indicates that they continue to provide meaningful support to students and families. No actions have been identified as ineffective at this time. The school will continue to monitor needs, gather stakeholder feedback, and refine services to ensure resources remain responsive and impactful.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflection on prior practice, no significant changes have been made to the goal itself, as ensuring that students' basic needs are met remains a foundational component of Kid Street Charter School's mission. The school will continue to provide nutritious meals, access to clean drinking water, clothing assistance, family support services, and a safe learning environment for all students.

One area of continued focus for the coming year will be facility improvements. As a school operating in a historic building originally constructed around 1923, ongoing maintenance, repairs, and modernization efforts are necessary to ensure a safe, comfortable, and welcoming environment for students and staff. Planned facility improvements will continue throughout the year as needs are identified and resources become available.

In addition, the school is preparing for the addition of a stand-alone Transitional Kindergarten classroom in the 2027–2028 school year. During 2026–2027, facility planning and classroom construction costs associated with creating this new learning space will be addressed. This expansion reflects the school's commitment to meeting the developmental needs of its youngest learners while maintaining high-quality learning environments across all grade levels.

These planned improvements are intended to strengthen the school's ability to provide students with safe, supportive, and well-maintained facilities that contribute to overall well-being and readiness to learn.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Facilities	Facilities: Facilities Cleaning Service, Lease, maintenance and repairs to grounds and building, service to building such as plumbing, Custodial supplies, handyman services, HVAC	\$206,950.00	No
3.2	Safety	Student Safety: Fingerprinting, Alarm Service, Patrol service, Volentas volunteer management system	\$5,127.00	Yes
3.3	Environment	Quality Learning Environment: Replace furniture and equipment as needed	\$15,431.00	No
3.4	Food Program	Food program: Kitchen Manager and assistant, Food, Salad Bar program, Water delivery for water coolers, School Van gas maintenance, and registration	\$117,165.00	Yes
3.5	Groceries and Clothing	Provide basis needs for students and families in need: Brown Bag food program for the week-ends, Kids' Klost Clothing program	\$8,538.00	Yes
3.6	School business	Maintain School business Operations. Audit, Tax and Legal services, Insurance, Fees from Authorizing District and County Office of Education,	\$155,514.00	No

Action #	Title	Description	Total Funds	Contributing
		Office supplies and ongoing expenses (paper products, copier, printing, telephone, postage), Depreciation Expense		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Guardians will be engaged in school events and be informed of their child’s progress	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

At Kid Street Charter School, the involvement of students' caring adults in educational events is crucial for fostering a supportive and thriving learning environment. When parents, guardians, and family members actively participate in school activities, it reinforces the value of education and demonstrates a commitment to the students' academic and personal growth. This engagement helps build a strong school community where students feel supported and motivated, knowing that their efforts are valued both at home and at school. Additionally, active involvement from caring adults allows for better communication and collaboration with teachers, ensuring that the unique needs and strengths of each student are recognized and addressed. By being present at events and participating in the educational process, these adults play a vital role in creating a nurturing atmosphere that encourages students to reach their full potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of students who had at least one caring adult attend STEAM or Scoop into Reading night	69%	45%	70%	80%	11%
4.2	PBIS mean score for guardians "I feel welcome at my school"	3.78	3.86	3.9	3.9	.11
4.3	PBIS mean score for guardians "I am actively involved in activities at my child's school"	3.11	3.29	2.89	3.5	.22

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	Rate of guardians receiving information regarding school events/news through information systems	100%	100%	100%	100%	0%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The actions associated with this goal were implemented as planned during the 2025–2026 school year, with no substantive differences between the planned actions and their actual implementation. The school continued to prioritize meaningful family engagement opportunities, effective communication systems, and community-building events designed to strengthen connections between students, families, and the school.

This year brought several notable successes in expanding opportunities for family involvement. In addition to continuing established traditions, the school introduced several new events, including Scoop into Reading Night, a Winter Extravaganza highlighting student performing arts talents, and an enhanced Open House featuring a community meal provided by SOMA Church. These events created welcoming opportunities for families to engage with the school, celebrate student learning, and build relationships with staff and other families.

The performing arts program also continued to thrive. Students participated in a full theatrical production of Aladdin, which was presented in two performances attended by families and community members. These performances provided students with opportunities to develop confidence, creativity, and collaboration skills while strengthening family engagement and school pride.

Survey data indicates continued positive perceptions of the school environment. The PBIS family survey score for “I feel welcome at my school” increased to 3.89, nearly reaching the target of 3.9 and reflecting the success of efforts to foster an inclusive and welcoming school culture. Participation in family events also improved significantly, with 70% of students having at least one caring adult attend STEAM Night or Scoop into Reading Night, an increase from the previous year.

One challenge identified through survey results was a decline in the PBIS measure related to active family involvement in school activities. While attendance at major events remained strong, the school recognizes the need to explore additional strategies for increasing family participation in a wider range of school activities and volunteer opportunities.

Overall, implementation of this goal was successful. The addition of new family-centered events, continued strong communication with families, and expanded opportunities for student performances and celebrations contributed to a positive and engaging school community.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4, Action 1 (Communication): Appears underspent due to shifts in strategy to support other goals and actions.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under this goal have been largely effective in strengthening school-family partnerships and fostering a welcoming school community. Family survey results indicate that families continue to feel connected to and valued by the school, as evidenced by the continued increase in the PBIS measure related to feeling welcome at school. This suggests that efforts to create inclusive events, maintain open communication, and build positive relationships with families are having the intended impact.

The increase in attendance at STEAM Night and Scoop into Reading Night also demonstrates progress toward engaging families in their children's educational experiences. These opportunities allow families to participate in learning alongside their children and strengthen the home-school connection that supports student success.

While the school has been successful in creating a welcoming environment, survey results indicate that additional work is needed to increase families' perceptions of their active involvement in school activities. This suggests that future efforts should focus not only on attendance at events but also on expanding opportunities for meaningful participation, leadership, and volunteer engagement.

Overall, the actions associated with this goal have been effective in building a strong sense of community and maintaining positive communication with families. Continued refinement of family engagement strategies will help the school build on these successes and further increase family participation in school life.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflections from prior practice, no significant changes have been made to this goal, as family engagement and community-building were a major area of focus during the past year and the strategies implemented have been largely successful. The school plans to continue the events, activities, and communication systems that have helped foster a welcoming and connected school community.

During the coming year, Kid Street Charter School will continue to offer successful family-centered events such as Scoop into Reading Night, STEAM Night, the Winter Extravaganza, Open House, student performances, and other opportunities for families to engage in school life. The school will also maintain its commitment to providing timely and accessible communication through multiple information systems to ensure families remain informed and connected.

While no major changes to the goal or actions are planned, the school will continue to monitor family feedback and participation data to identify opportunities for improvement. The focus for the coming year will be on sustaining and refining the successful practices already in place while continuing to strengthen relationships among students, families, staff, and the broader community.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Communication	Communication Program: One Call, Web-site, Constant Contact, Aeries Student Information System, Student Information System Professional Development, Outreach and Advertising materials to keep parents and community informed of school programs.	\$16,459.00	No
4.2	Campus Events	Involvement program: Campus events with a focus on showcasing the arts in the theater and community building in partnership with other community organizations.	\$3,086.00	No
4.3	Family Resources	Resource assistance: Materials for the resource center	\$206.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Students will have access to high quality technology tools on a daily basis	Maintenance of Progress Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

<p>Our school motto and vision emphasize that our students will become modern learners who not only understand the value of digital resources but also navigate their use with ease, maintaining a healthy and balanced approach.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	One to one device ratio for grades Tk-6	100%	100%	100%	100%	0%
5.2	Classrooms with updated Promethean Boards	86%	86%	100%	100%	14%
5.3	Percentage of devices with reliable, high speed internet with filters on campus	100%	100%	100%	100%	0%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025–2026 school year, the goal of ensuring that students have access to high-quality technology tools on a daily basis was implemented as planned, with no substantive differences between the actions outlined in the LCAP and their actual implementation.

This goal has largely become a maintenance and sustainability effort, as the school has successfully established the infrastructure and resources necessary to provide consistent access to technology for all students. The school maintained a one-to-one device ratio for students in grades TK–6, ensuring that all students had access to a dedicated device to support learning. In addition, 100% of classrooms continued to be equipped with updated Promethean Boards, and all devices maintained access to reliable, filtered high-speed internet throughout the school day.

A key success this year was the continued reliability of the school's technology systems. Technology tools were integrated into daily instruction, assessment, intervention, communication, and enrichment activities without significant disruptions. Staff and students were able to consistently access digital learning resources, allowing technology to remain a seamless component of classroom instruction.

No major challenges were encountered during implementation. Ongoing efforts focused primarily on maintaining equipment, managing device replacement cycles, monitoring network performance, and ensuring students and staff had access to the technology resources needed to support teaching and learning. Overall, the school successfully sustained the high level of technology access established in previous years and remains committed to maintaining these resources for students and staff.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No Material Differences

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions associated with this goal have been effective in maintaining consistent access to technology for all students and staff. The school continues to sustain a 1:1 device program, updated classroom technology, and reliable internet access, ensuring that technology remains an accessible and dependable tool for learning.

Because the school's technology infrastructure is now fully established, the focus has shifted from expansion to maintenance and reliability. The continued achievement of 100% access across all technology metrics demonstrates that the systems, equipment, and support structures currently in place are successfully meeting the needs of students and staff.

At this time, no actions have been identified as ineffective. The school will continue to monitor technology needs, maintain equipment, and replace devices as necessary to ensure students have uninterrupted access to high-quality digital learning tools.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes except to incorporate the fees from our cyber security and maintenance company, Team Logic, into 5.1.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Technology maintenance	Maintain Wireless access for all students, SCOE consortium, Cybersecurity, equipment installation and set-up, and repairs	\$5,144.00	No
5.2	Devices and maintenance	Equipment program: Maintain 1 to 1 device ratio, charging carts, replacements	\$28,804.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$\$341,671	\$37,017

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.305%	0.000%	\$0.00	26.305%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Social and Emotional Learning Support</p> <p>Need: Extra social emotional support and behaviorist consultations for the teachers with students who need extra support; especially low income and Foster Youth.</p> <p>Scope:</p>	Students may need extra behavioral support if coming to school from a household that struggles financially. All students can use this extra support, and they learn to navigate the world around them and be their best selves.	Access to counseling, PBIS metrics by 4-6 graders, suspension rate, chronic absenteeism rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.4	<p>Action: Authentic Learning</p> <p>Need: Authentic learning experiences can be expensive. Foster youth and low income students may not have access to high quality learning experiences off campus that may be to museums, places in nature, or otherwise enriching experiences</p> <p>Scope: LEA-wide</p>	These funds provide these enrichment opportunities to those that do not have access to them outside of school, but also enrich the lives of all students.	Rate of field trips
1.7	<p>Action: STEAM enrichment</p> <p>Need: STEM clubs require supplies that are usually quite expensive, such as Robots, computers, and software.</p> <p>Scope: LEA-wide</p>	These clubs offer the opportunity for unduplicated students to have hands on, high quality STEM experiences at school and after school, all students benefit from this access to study.	Rate of students participating in STEM clubs
2.2	<p>Action: English Language Arts</p> <p>Need: General education intervention services for Multilingual students are needed to ensure that they are meeting standards</p>	This one on one or small group support, sometimes in the form of Lexia Club, pinpoints areas for growth and targeted instruction is then possible. This is needed for many other students besides students that speak more than one language.	Rate of students receiving intervention services, Maps Growth metrics, reclassification rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>2.3</p>	<p>Action: Math</p> <p>Need: Students from low income backgrounds sometimes do not have the home support available to practice math facts or otherwise receive support in math skill building due the sometimes overwhelming responsibilities of the families trying to work enough to support their loved ones in such a high-cost area to live.</p> <p>Scope: LEA-wide</p>	<p>Extra support, high quality curriculum, and individualized programs such as Reflex fill the gaps for not only low income students, but all students.</p>	<p>Maps Growth metrics and CAASPP metrics</p>
<p>2.5</p>	<p>Action: Intervention</p> <p>Need: Unduplicated students are scoring lower on assessments in both Math and ELA.</p> <p>Scope: LEA-wide</p>	<p>These needs are met through intervention, tutoring, summer school, and instructional aides.</p>	<p>Maps Growth, and CAASPP</p>
<p>3.2</p>	<p>Action: Safety</p> <p>Need:</p>	<p>Physical safety is the basis of Maslow's hierarchy of needs. We describe our guarantee of this through our comprehensive safety plan, and note</p>	<p>PBIS metrics</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>All students, especially those who have suffered trauma, deserve an extremely safe school building to work and grow in with confidence.</p> <p>Scope: LEA-wide</p>	<p>that our camera and alarm systems need to be upgraded in Action 3.2 in this year's LCAP.</p>	
<p>3.4</p>	<p>Action: Food Program</p> <p>Need: All students need proper nourishment to support learning</p> <p>Scope: LEA-wide</p>	<p>Our food program simply puts others to shame. Our homemade meals with daily salad bar incorporating our garden vegetables are offered to all of our educational community free of charge; making our cafeteria the heart of the school and keeping everyone healthy.</p>	<p>Accessibility rate</p>
<p>3.5</p>	<p>Action: Groceries and Clothing</p> <p>Need: Basis needs should to be met in order to be ready for learning.</p> <p>Scope: LEA-wide</p>	<p>Kids Kloset continues to cloth students as needed throughout the year. Groceries are available to families who hit a rough patch and need special temporary assistance.</p>	<p>Kids Kloset visits</p>

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

The majority of the student population is unduplicated; low income, English learner or foster youth students. Services are being offered as school-wide considering that the majority of students have high or special needs falling within basic, social/emotional or academic intervention needs. The increase in funding for English Language Learner, Low Income and Foster Youth will address the targeted groups in a school-wide basis to provide a coherent, holistic, supportive, and enriching academic program.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Kid Street will utilize the additional concentration grant add-on funding to increase hours for Instructional Aides providing direct services to Unduplicated Pupils.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		Transitional Kindergarten/Kindergarten combination class- 1 to 22 1st grade 1 to 22 2nd grade 1 to 22 3rd grade 1 to 22 4th grade 1 to 24 5th grade 1 to 14 6th grade 1 to 10

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students		Transitional Kindergarten/Kindergarten combination class- 1 to 22 1st grade 1 to 22 2nd grade 1 to 22 3rd grade 1 to 22 4th grade 1 to 24 5th grade 1 to 14 6th grade 1 to 10

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$1,298,870.40	\$341,671	26.305%	0.000%	26.305%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,804,379.00	\$416,879.00	\$118,301.00	\$48,762.00	\$2,388,321.00	\$1,584,080.00	\$804,241.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Attendance, School Pride	All	No					\$0.00	\$2,965.00	\$2,965.00				\$2,965.00	
1	1.2	Social and Emotional Learning Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$5,929.00	\$5,929.00				\$5,929.00	
1	1.3	Art Program	All	No					\$0.00	\$19,412.00		\$19,412.00			\$19,412.00	
1	1.4	Authentic Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$20,425.00	\$20,425.00				\$20,425.00	
1	1.5	ASES	All	No					\$203,483.00	\$142,060.00	\$142,060.00	\$203,483.00			\$345,543.00	
1	1.6	Health	All	No					\$0.00	\$13,373.00	\$13,373.00				\$13,373.00	
1	1.7	STEAM enrichment	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$3,086.00	\$3,086.00				\$3,086.00	
1	1.8	Makers' program	All	No					\$0.00	\$1,793.00	\$1,793.00				\$1,793.00	
2	2.1	Science	All	No					\$0.00	\$3,517.00	\$3,517.00				\$3,517.00	
2	2.2	English Language Arts	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$0.00	\$18,542.00	\$18,542.00				\$18,542.00	
2	2.3	Math	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$7,435.00	\$7,435.00				\$7,435.00	
2	2.4	Social Studies	All	No			Specific Schools: LEA		\$0.00	\$3,345.00	\$3,345.00				\$3,345.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$355,155.00	\$0.00	\$278,118.00	\$28,275.00		\$48,762.00	\$355,155.00	
2	2.6	Highly Qualified Teachers	All	No					\$690,830.00	\$0.00	\$690,830.00				\$690,830.00	
2	2.7	Professional Development	All	No					\$0.00	\$25,717.00	\$1,613.00	\$24,104.00			\$25,717.00	
2	2.8	Administration	All	No					\$249,828.00	\$0.00	\$249,828.00				\$249,828.00	
2	2.9	Instructional Materials and supplies, Miscellaneous	All	No					\$0.00	\$51,801.00	\$18,718.00	\$33,083.00			\$51,801.00	
2	2.10	Special Education	Students with Disabilities	No			All Schools		\$0.00	\$7,201.00	\$7,201.00				\$7,201.00	
3	3.1	Facilities	All	No					\$0.00	\$206,950.00	\$100,771.00	\$106,179.00			\$206,950.00	
3	3.2	Safety	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	Ongoing	\$0.00	\$5,127.00	\$5,127.00				\$5,127.00	
3	3.3	Environment	All	No					\$0.00	\$15,431.00	\$15,431.00				\$15,431.00	
3	3.4	Food Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$84,784.00	\$32,381.00	\$117,165.00				\$117,165.00	
3	3.5	Groceries and Clothing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$8,538.00	\$8,538.00				\$8,538.00	
3	3.6	School business	All	No					\$0.00	\$155,514.00	\$34,870.00	\$2,343.00	\$118,301.00		\$155,514.00	
4	4.1	Communication	All	No					\$0.00	\$16,459.00	\$16,459.00				\$16,459.00	
4	4.2	Campus Events	All	No					\$0.00	\$3,086.00	\$3,086.00				\$3,086.00	
4	4.3	Family Resources	All	No					\$0.00	\$206.00	\$206.00				\$206.00	
5	5.1	Technology maintenance	All	No			Specific Schools: LEA		\$0.00	\$5,144.00	\$5,144.00				\$5,144.00	
5	5.2	Devices and maintenance	All	No			Specific Schools: LEA		\$0.00	\$28,804.00	\$28,804.00				\$28,804.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$1,298,870.40	\$341,671	26.305%	0.000%	26.305%	\$464,365.00	0.000%	35.751 %	Total:	\$464,365.00
								LEA-wide Total:	\$464,365.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Social and Emotional Learning Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,929.00	
1	1.4	Authentic Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,425.00	
1	1.7	STEAM enrichment	Yes	LEA-wide	Low Income	All Schools	\$3,086.00	
2	2.2	English Language Arts	Yes	LEA-wide	English Learners	All Schools	\$18,542.00	
2	2.3	Math	Yes	LEA-wide	Low Income	All Schools	\$7,435.00	
2	2.5	Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$278,118.00	
3	3.2	Safety	Yes	LEA-wide	Foster Youth	All Schools	\$5,127.00	
3	3.4	Food Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$117,165.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.5	Groceries and Clothing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,538.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,314,389.00	\$2,457,669.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Attendance, School Pride	No	\$1,000.00	\$2,965
1	1.2	Social and Emotional Learning Support	Yes	\$4,000.00	\$5,929
1	1.3	Art Program	No	\$18,870.00	\$18,870
1	1.4	Authentic Learning	Yes	\$7,000.00	\$20,425
1	1.5	ASES	No	\$335,903.00	\$384,509
1	1.6	Health	No	\$13,000.00	\$2,261
1	1.7	STEM enrichment	Yes	\$3,000.00	\$3,000
1	1.8	Makers' program	No	\$1,000.00	\$1,793
2	2.1	Science	No	\$2,000.00	\$3,517
2	2.2	English Language Arts	Yes	\$14,000.00	\$18,542
2	2.3	Math	Yes	\$2,100.00	\$7,435

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Social Studies	No	\$2,000.00	\$3,345
2	2.5	Intervention	Yes	\$367,597.00	\$313,818
2	2.6	Highly Qualified Teachers	No	\$671,556.00	\$749,406
2	2.7	Professional Development	No	\$25,000.00	\$8,866
2	2.8	Administration	No	\$242,858.00	\$203,927
2	2.9	Instructional Materials and supplies, Miscellaneous	No	\$50,356.00	\$53,010
2	2.10	Special Education	No	\$7,000.00	\$7,000
3	3.1	Facilities	No	\$201,177.00	\$258,898
3	3.2	Safety	Yes	\$4,400.00	\$5,127
3	3.3	Environment	No	\$15,000.00	\$15,000
3	3.4	Food Program	Yes	\$113,897.00	\$165,266
3	3.5	Groceries and Clothing	Yes	\$8,300.00	\$8,300
3	3.6	School business	No	\$151,175.00	\$145,057

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.1	Communication	No	\$16,000.00	\$9,917
4	4.2	Campus Events	No	\$3,000.00	\$3,000
4	4.3	Family Resources	No	\$200.00	\$200
5	5.1	Internet	No	\$5,000.00	\$5,000
5	5.2	Devices and maintenance	No	\$28,000.00	\$33,286

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$332,907	\$449,114.00	\$547,842.00	(\$98,728.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Social and Emotional Learning Support	Yes	\$4,000.00	\$5,929		
1	1.4	Authentic Learning	Yes	\$7,000.00	\$20,425		
1	1.7	STEM enrichment	Yes	\$3,000.00	\$3,000		
2	2.2	English Language Arts	Yes	\$14,000.00	\$18,542		
2	2.3	Math	Yes	\$2,100.00	\$7,435		
2	2.5	Intervention	Yes	\$292,417.00	\$313,818		
3	3.2	Safety	Yes	\$4,400.00	\$5,127		
3	3.4	Food Program	Yes	\$113,897.00	\$165,266		
3	3.5	Groceries and Clothing	Yes	\$8,300.00	\$8,300		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$1,162,545	\$332,907	0.000%	28.636%	\$547,842.00	0.000%	47.124%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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